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ABSTRACT

This report examines the demographic trends, social realities, and complexities that can potentially transform American secondary schools. It describes the nature of diversity in the world and nation and between and within states and school districts. Such information can be useful in selecting successful strategies for implementing changes in the country's diverse secondary schools. The report includes: "Introduction" (Gerald N. Tirozzi); "The World's Population: The Next 100 Years" (who will care for us when we are old, rich and poor people and nations, and the role of corporations and nations); "The U.S. Population as Part of the World's Six Billion People" (e.g., minorities and majorities, diversity, the baby boom ages, the blurring of racial identity, economic desegregation, race and national origin, the increasing number of elderly, leading a school full of strangers, metropolitan areas, and rural schools); "Schools and Principals in a Changing Social Context" (principals and schools, the issue of paid non-teaching staff, and principal problems); "Specific School-Site Issues Facing Principals" (e.g., where enrollment increases will occur in the future, whether the Internet holds promise for reducing the number of high schools, and how curriculum and school governance will change); and "Conclusions" (diversity in the world and in the United States, principals and diversity, and recommendations). (Contains 14 references.) (SM)

ED 450 175

SECONDARY SCHOOLS IN A New Millennium

DEMOGRAPHIC CERTAINTIES,
SOCIAL REALITIES

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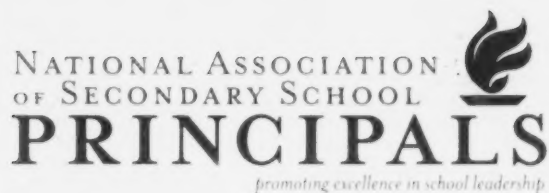
NATIONAL ASSOCIATION
OF SECONDARY SCHOOL
PRINCIPALS 

**SECONDARY SCHOOLS IN
A NEW MILLENNIUM:**
Demographic Certainties,
Social Realities

Harold Hodgkinson

Underwritten by the Ewing Marion Kauffman Foundation

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
RESTON, VIRGINIA



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Introduction

The Shifting Sands of Our Nation's Schools

Education remains at the forefront of state and federal policy discussions. Around the nation, we witness debates over the value of bilingual education, the rush to build schools, and the investment of small fortunes in educational technology. For all our efforts, unfortunately, the "long-range" decisions we make for schools today might have no application for schools 20 or even 10 years from now. Yet, how can we know what these years will bring?

This report was commissioned to bring into clear focus the demographic trends, social realities, and complexities that can potentially transform our nation's secondary schools—with a particular emphasis on the implications for high schools. Dr. Hodgkinson does a superb job in bringing clarity and meaning to the shifting sands of our national landscape, and his findings should be a wake-up call for all secondary school administrators. The report also has great relevance for policy gurus, legislators, foundations, and governmental leaders who participate in the ongoing drama of secondary school reform.

The report speaks volumes for what the future may portend for America's secondary schools. All who toil in the vineyard of secondary school administration must pause and reflect on the findings addressed herein, and carefully analyze and understand the significance for their respective schools, districts, and states.

Following are examples of findings within the report and related implications that can be drawn for secondary education during the next 10 to 25 years:

The debate is not about bilingual education!

Hispanics and Asians will constitute 61 percent of the nation's population growth by 2025, which in turn will dramatically change the school-age population. The consideration for educators is not whether or not they endorse bilingual education! The reality is that a significant percentage of students will enter our secondary schools speaking a language other than English.

Are school leaders prepared to develop the instructional methods, provide curriculum materials and programs, and develop the teaching force necessary to meet the needs of this emerging diverse group of students? In effect, providing some combination of English language instruction with content instruction in a language that students understand will not be debatable. It will be an absolute necessity!

If you build it, they will come—but they might not stay.

School districts across America are rushing to build schools to meet projected increases in school enrollment, especially at the high school level—but is this rush necessary in every state? The report reveals that only 4 states will have a 20-percent increase in high school graduates, while 13 states will post declines. Other factors are at play as well. As high school enrollment increases, a population decline will move in through the lower grades. Many of the schools we build today, the author notes, will be empty in 10 years! Moreover, population

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growth during the next 15–20 years will shift from the “beltway suburbs” to “edge cities.” Over the next 20 years, Dr. Hodgkinson concludes, “the greatest demand for school construction will be in communities that have not even been named yet!”

27 Floridas by 2025

By 2025, the report predicts, 27 states will approximate the elderly population of Florida—at least 20 percent of their population over 65 years of age—making them the nation’s fastest growing block of voters. Dr. Hodgkinson notes that “as you get older you vote more often” and, like most Americans, the elderly tend to vote their self-interest. For certain, education is *not* at the top of an elderly person’s priority list!

The consequences for school leaders become clear as we attempt to pass school budgets and school bond issues. We must reach out to senior citizens and engage them in a variety of programs and activities—as the growing model of community schools does. Community involvement and engagement in the future must transcend the traditional PTA mentality and embrace the growing elderly population, who will have greatly expanded power in the school finance arena.

Beyond .com

Technology can dramatically alter secondary course delivery, particularly with the seemingly never-ending advancements of the Internet. In at least two states, the “virtual high school” is already a reality—100 percent online instruction! In addition to the curriculum and instruction implications, we must again revisit the rush to build new secondary schools: “Students in the future may receive their instruction in ways not yet imaginable,” Dr. Hodgkinson states. “...Instruction can come from anywhere.”

In the wake of technological advances, however, schools must not ignore their contribution to a student’s personal growth and development—a socialization process that transcends the Internet. Important socializing experiences—the football game, the yearbook, and the school dance—cannot be replaced by technology. “It is hard to imagine a virtual first kiss,” the author observes, “an event of importance to anyone’s education.”

More teachers needed, but surprise!—the answer may not be in more dollars.

There is one non-teaching employee for every paid teacher in our public schools, a reality any other nation would find shocking, Dr. Hodgkinson notes. As we look to reduce class size, expand preschool and early childhood programs, and extend the school year for staff and students—all of which will require more teachers in classrooms—we continually lament the lack of necessary financial resources. In reality, the successful implementation of these desired initiatives may not be contingent upon additional fiscal resources. The answer may more directly resonate to utilizing personnel resources more effectively. As Dr. Hodgkinson observes, “By cutting non-teaching staff by only 20 percent, you could add 250,000 teachers to our schools!” Inherent in this observation is a challenge to school administrators to analyze their allocation and assignment of school district personnel—and address the critical question of the extent to which non-teaching staff supports the teaching and learning process *in the classroom*.

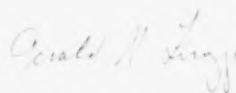
The demise of the Carnegie unit and the general track.

General math, general science, communications—all courses without much content. The report calls for the elimination of the “general track” from every high school in America, pointing out that this track prepares students for neither higher education nor the world of

work. Ninety-five percent of high school graduates go to college or enter the work force, the author points out, so we should resolve to strengthen the core academic subjects and provide high-quality vocational education programs. Ironically, over the past decade, the general track had the biggest enrollment increase. There is something terribly wrong with this misguided direction, and the message for school administrators is very clear: eliminate all things "general."

The time has also come to abandon the Carnegie unit in our nation's high schools. While the Carnegie unit has long been recognized as a college admission measure, Dr. Hodgkinson states, "it is in no way a measure of learning, but only a seat time measure." In effect, a student serves the sentence of the Carnegie unit course, but there is no measure of content acquired while taking it. Dr. Hodgkinson's conclusions echo NASSP's widely recognized 1996 high school reform report, *Breaking Ranks*: "The Carnegie unit should be redefined or replaced so that high schools no longer equate seat time with learning." Again, the implication for school administrators should be abundantly clear: Eliminate the Carnegie unit.

Secondary Schools in a New Millennium provides an important context for school administrators who are visionary in their approach to school reform. Such visionaries truly understand the reality that the status quo will not pave the way for tomorrow's schools. Understanding and assessing the demographic, social, economic, and educational trends on the horizon—and abandoning status quo commitments—will well serve a successful transformation of America's secondary schools. In this timely and instructive report, Dr. Hodgkinson provides a wealth of information through which tomorrow's secondary schools can receive attention today. A wise person once said, "The future belongs to those who prepare for it." This report paves the way for that preparation. Please use it wisely!



Gerald N. Tirozzi, Ph.D.
Executive Director
National Association of Secondary School Principals

The goal of this report is to provide a demographic context in describing the nature of diversity in the world, nation, and between and within the states and 14,000 school districts by age, race and ethnicity, wealth, educational level, national origin, and religion. Such information can make all the difference in selecting successful strategies for implementing changes in our very diverse secondary schools. We will move from the largest perspective possible (the world population of six billion people) to the United States and state populations, to specific school issues and the key leadership role of the secondary school principal, ending with a very specific list of conclusions and implications for secondary schools; we will also make use of several recommendations from the 1996 NASSP report, *Breaking Ranks: Changing an American Institution*. Data not cited separately are from *Statistical Abstract of the United States, 1999*.

The World's Population—The Next 100 Years

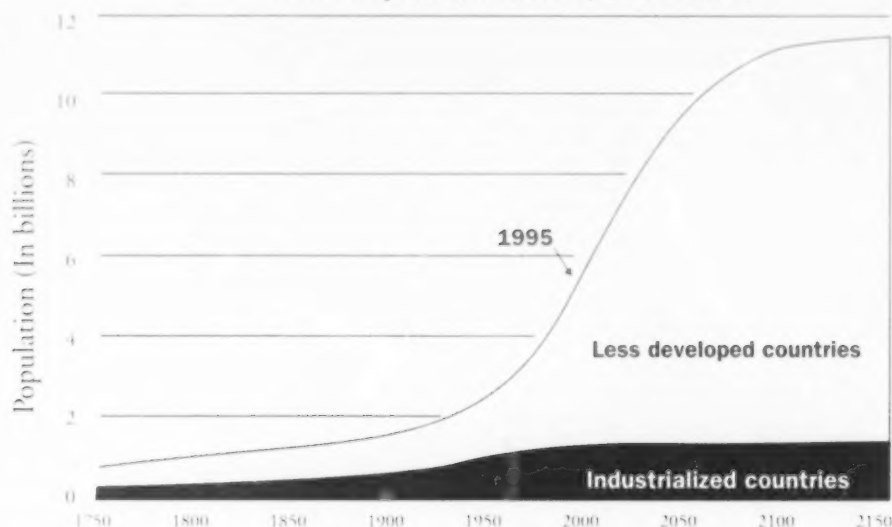
It took all of human history to reach one billion members (by 1800 AD) and only 12 years to increase from five billion to six billion. This is the maximum speed for human population expansion—the increase from eight to nine billion will take 26 years. At our current level, we are adding almost 90 million people every year (85 of the 90 million are in developing nations), however, the numbers added to the total population are already starting downward (see Figure 1). That is because everywhere in the world, women are having fewer babies over their lifetime than previously; fewer babies are dying at birth and in childhood, increasing life expectancy enormously; and more humans are "aging out" of the childbearing years. Most industrialized nations do not have enough children to maintain their populations, and Germany and Italy are already seeing population declines.

Still, there are so many young people in the developing nations that even with a declining number of babies per female, the population has momentum, and will increase rapidly, although the rate of increase will decline, as per Figure 1. The striking decline in infant mortality has *doubled* life expectancy in industrialized nations since 1900, and is doing the same in developing nations. We may forget that in New York City in 1900, for every birth of a child, there was the death of a child. In Charles Dickens's descriptions, half the funerals in London were for children under 10 years. But everywhere in the world, women are having fewer babies—in the developed nations, fewer than required to maintain current populations. The developed nations—the United States and its major trading partners—will stop expanding and age rapidly. That is the master trend.

Most industrialized nations do not have enough children to maintain their populations.

*Given that older
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Figure 1.
World Population Growth, 1750–2150



Source: Population Reference Bureau

Who Takes Care of Us When We Are Old?

The world population will stabilize at 11 billion people in about 100 years. We will see rapid increases in the number of the elderly and a smaller number and percentage for children. Thus, fewer children will be available to help elderly parents in their later years. The developed nations of the world (the White populations of North America, Australia, Europe, plus Japan and Korea) will represent fewer than 10 percent of the world's 11 billion people in 2100. Already, we are seeing a declining worker tax base funding a rapidly increasing number of retirees in most of the world's developed nations (see Figure 2). In the United States we assume this trend is unique to us. Given that older citizens vote their self-interest like all others, it may be harder to pass school bond issues in the future. Because children will be a scarce commodity in the world, and because many adults will be too old to have them, it may well be that in 2100 the world will see what the United States does not currently see—*every child* is a precious commodity, and we have none to throw away. They will generate the income to support us in our old age! (This is not being a liberal, just being a pragmatist.) Even today, adults in Japan and China actually behave as if children were scarce and precious, because in those two nations they are. In the United States, however, one of every five children is being raised below the poverty line today, a national disgrace in arguably the richest nation in the world. How can we help U.S. adults understand their future dependency on the young?

Rich and Poor People, Rich and Poor Nations

As of the beginning of 2000, talk of globalization refers mainly to the nations that belong to the Organization for Economic and Cultural Development, the developed nations which represent 18 percent of the world's people but 71 percent of global trade and 91 percent of all Internet users. (Eighty percent of all websites are in English, a language spoken by 10 per-

cent of the world's people.) A U.S. worker can buy a computer on one month's wages; a Bangladeshi worker would have to work for eight years to buy a computer.

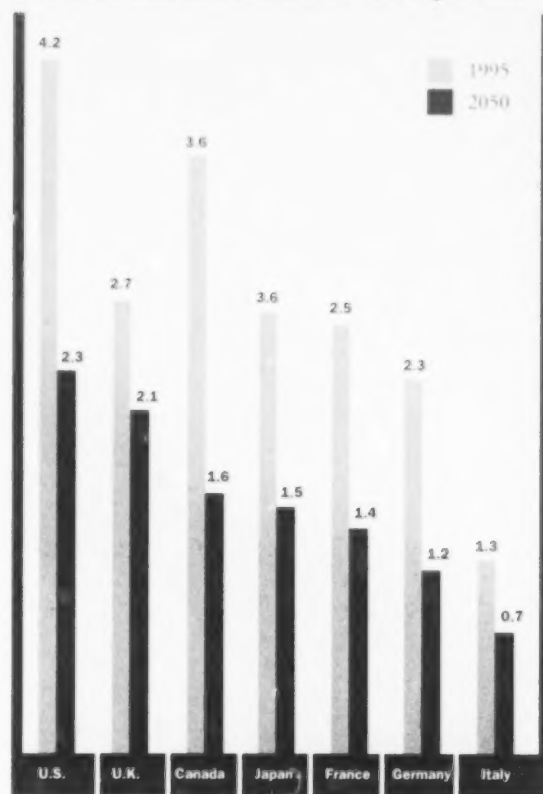
People are divided by economics. The richest 200 people in the world have the wealth of 41 percent of the world's six billion people, just as Bill Gates' wealth is the same as the poorest 43 percent of the U.S. population. Similar inequities exist between rich and poor nations. The one-fifth of people living in the richest nations have 86 percent of the world's Gross Domestic Product (GDP) and 74 percent of the world's phone lines, while the one-fifth of people living in the poorest nations have one percent of world GDP and one and one-half percent of all phone lines. (All international data from the U.N. *World Development Report*, 1999.) The rich get richer and the poor get poorer—both as individuals and as nations. Forty nations have had 5 percent annual economic growth since 1990; 55 nations have had declining per capita income in the same period. More than 300 million of the world's children have no educational system at all. If the richest 200 people would give up only 1 percent of their wealth, all these 300 million children could be in some sort of educational system. While this expenditure would put no strain on any of our 200 wealthiest human beings, the world will soon see the enormous cost of having 300 million children with no education at all. Much of the protest at the December 1999 World Trade Organization meetings in Seattle centered around the rich nations' ability to develop trade policies to greatly increase their wealth while totally ignoring the poorest half of the world's population.

The Role of Corporations and Nations

Additionally, we now see corporations with more wealth than nations, engaging in trade practices that nations have forbidden. Indeed, it is getting hard to tell nations and corporations apart! Here are a few from the U.N. *World Development Report* 1999, ranking nations by GDP and corporations by sales:

Figure 2.

Ration of Contributors to Retired Pensioners in Public Pension Systems



There will be fewer taxpayers to support each retired pensioner.

Source: International Monetary Fund (1996)

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General Motors	\$164 billion
Thailand	\$154 billion
Norway	\$153 billion
Ford Motor	\$147 billion
Mitsui	\$145 billion
Saudi Arabia	\$140 billion

Foreign policy used to mean agreements between nations that guarantee some stability and reciprocity. But today worldwide corporations determine many trade policies with little or no national participation. Corporations are seldom expected to have social concern for the extreme poverty and lack of education in much of the world, except that the poorest three billion people represent a huge growth market which corporations might help to develop. Interdependency is not just a concept but a reality that a pragmatic businessman can understand. So should every secondary school student in the United States.

The next 100 years will see the world's population increase from 6 to 11 billion, then stabilize. The birth rate will be just high enough to sustain the population at that level, but in the developed nations, the number of people over age 65 will skyrocket. Most of these nations, including all our major trading partners, will see population declines by 2030. It is unlikely that in 100 years, current discrepancies in wealth (individuals or nations) will be eliminated. Corporations will become as large and powerful as many governments. The developed nations, now about 20 percent of the world's people, will shrink to perhaps 10 percent in 2100, while minorities will be 90 percent of the world's people. When will we stop calling them *minorities*? That is also a question for the United States, as half our school kids will be non-Anglo-American by 2025, and half of all Americans will be non-Anglo-American by 2050.

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The U.S. Population as Part of the World's Six Billion People

Similar to the world population, the U.S. population is diverse in a variety of ways. With more than 200 nations in the world, some people from every nation are living permanently in the United States, making us a truly global nation. The United States is about 5 percent of the world's population; but incarcerates 25 percent of the world's prisoners—an amazing number. And about 70 percent of our prisoners are high school dropouts. The costs of housing one prisoner, about \$22,000 per year, would allow four students to attend a state university tuition free for one year, certainly a better social investment. In addition, we are one of the wealthiest nations on earth, but as stated, more than 20 percent of our children are below the poverty line, a rate that has not varied for 15 years. Some states (Oklahoma at 32 percent, 1992–96) have twice the childhood poverty rates of other states (Vermont, at 13 percent for same years) (National Center for Children in Poverty, 1998). We are mistaken to assume that *urban* poverty is all that matters, as rural poverty rates for children are equally high. It may take years before Americans understand that 20 percent of our kids in poverty is like “eating our seed corn,” especially as new workers decrease and the number of dependent elderly skyrockets as the 70 million Baby Boomers (born between 1946 and 1964) move into retirement. *Every child* is a precious asset that will bear the cost of paying for these retirees! My dad's retirement costs were born by 17 workers. Today's retiree is supported by 3.4 workers.

By 2025, only two workers will provide the benefits for each retiree. A \$30,000 pension in 2025 means \$15,000 each from only two workers. It is the only way the math will work.

Minorities and Majorities

While a majority of U.S. citizens are "White," minority populations are expanding very rapidly, and in 2025, no racial or ethnic group will be the majority of public school students. By 2050, the same will be true for all Americans. We are already seeing inter-ethnic politics as the order of the day in most cities. For example, an Anglo candidate for election in San Francisco cannot win without the Asian vote; across the bay in Oakland, the same Anglo needs the Black vote to win. In big cities, states, and many suburbs, that is how politics are now played, including passing school bond issues!

There are two major reasons for this increasing diversity in the United States: (1) Almost a million immigrants come to the United States each year, mostly from Asia and South and Central America, less than 15 percent from Europe. Immigrants tend to be young families who either have, or will soon have, children. (2) Differential fertility, meaning that the average White female has only 1.7 children over her lifetime, while the average Black female has 2.8 and the average Hispanic female has 3.4 children. Like the developing nations in the world, minority populations in the United States have large numbers in the childbearing years, producing population momentum while the number of preschool White children indicates a decrease until 2005. Already there are more Hispanic than Black elementary children in the United States, and in 10 years that will be true for all ages. This is an important shift, as we are all accustomed to thinking that Blacks represent the largest minority group. *Brown v Topeka Board of Education* set off our desegregation efforts, but is seldom used today to desegregate 95 percent Hispanic schools, even though a higher percentage of Hispanic children are in poverty and a very high percentage are in segregated schools.

Diversity: Here and There, Not Everywhere

One major principle from demographics is useful for secondary school principals: nothing is evenly distributed across the nation. Not race or ethnicity, not age, not wealth and poverty, not the educational level of adults, not religion, not population growth. Some examples: 10 states have 90 percent of the Hispanic population (California, Texas, New York, Florida, Illinois, New Jersey, Arizona, New Mexico, Colorado, Massachusetts) while 10 states have 90 percent of the Asian population (mostly the same states plus Hawaii.) In fact, only three metropolitan areas have 43 percent of Asian-Americans—San Francisco, Los Angeles, and New York City. And 75 percent of immigrant children are in California, New York, Florida, Texas, New Jersey, and Illinois.

School leaders must understand that Hispanics and Asians will constitute 61 percent of the nation's population growth between 1995 and 2025 (44 percent Hispanic, 17 percent Asian) and that California will absorb 12 million Hispanics and 6 million Asians of the total, while Texas and Florida will add 8 million more Hispanics. (Black populations will increase, but with lower fertility than Hispanics and almost no immigration, the rate of increase is much lower.) Oddly enough, the Native American population will show an increase from 2 to 2.7 million by 2010—mostly through increased births, but rather an increasing acceptability in admitting a Native American heritage. The state with the largest American Indian population is California, with no reservations, only urban Indians. The metropolitan area with the largest American Indian population in the United States is Los Angeles, which also has the largest Asian population, the largest Hispanic population, and the fourth largest Black popu-

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lation of any metropolitan area. At the county level, of the 3,068 counties in the nation, only 226 had a White minority in 1996, while 80 percent of all counties were 95 percent White.

It is clear that the need for bilingual education—some combination of instruction in the English language with content instruction in a language the student understands—will actually increase in the coming years. Therefore, principals must expand English as a second language (ESL) programs and application of bilingual concepts to the teaching of important subjects. The crucial first year or two of mathematics should certainly be offered in a language the student understands, while they are learning English. Good ESL and bilingual teachers are going to be even harder to find!

The Baby Boom Turns Elderly

We also need to look at diversity by age, as the country will see a very rapid increase in 55–64 year olds—the “young” old in the next 20 years as the Baby Boomers move into pre-retirement years. President Clinton was born in 1946, and thus turned 50 in 1996 and, according to all the laws of demographics, will be 60 in 2006, and 65 in 2011. “Old” means people 65–74 years of age, while “old” old means those 75 and over. Most people who read this report will live past 75, and one in four Baby Boomers will live past 85. Today, 58,000 Americans are over 100 years of age. Older people also are not distributed evenly across the nation, as will be illustrated.

The Blurring of Racial Identity

Just to complicate the diversity issue a little, we need to look at the blurring of racial lines which the Census 2000 will make public for the first time (Hodgkinson, December 1999), and which will cause headaches for school leaders who must provide racial data to be eligible for most federal programs. In the past, Census respondents could only indicate one race in their background, and Hispanics were forced to choose a race because Hispanic was considered an ethnic group. In Census 2000, each person can check as many boxes as pertain. Tiger Woods, who is a Cablinasian, will be able to check four boxes—White, Black, American Indian, and Asian. But how do you score those four categories? Is each category exactly one-fourth of Tiger’s heritage? Can he count as Black for affirmative action purposes and White for housing surveys? Those questions remain unanswered. Multiple responses will cause major reporting difficulties for school principals and others who report student racial data to state and federal authorities.

The Census has estimated a minimum of three million school children who are of mixed ancestry. In addition, children of Hispanic immigrants are marrying non-Hispanics 35 percent of the time while 45 percent of male children of Asian immigrants and 54 percent of females are marrying non-Asians, and roughly 40 percent of American Indians are marrying “outside their group.” The courts have held that schools may not force a child of mixed ancestry to have to choose between mother’s and father’s ancestry. But what do we do with a child who is one-third Black compared with another who is *all* Black? Are they different? What happens to desegregation monitoring, and studies of minority advancement over time, such as the National Longitudinal Study? The fact is that people “meld” by marrying others of different ethnic backgrounds, as has already happened to European immigrants. Today, only 15 percent of U.S. Europeans have the same ancestry (i.e., German married to German, Italian to Italian, etc.), even though in 1900 a German marrying an Italian would have been considered miscegenation by both families.

Economic Desegregation: The Next Goal

Census 2000 will reveal a blurring of racial lines that is significant, but has never before been allowed to be expressed since the first Census was conducted in 1790 by the nation's first Census director, Thomas Jefferson. Even President Clinton has made public his Cherokee heritage, but cannot state it officially. While race is very important economically, historically, and politically, it is scientific nonsense. The darkest 20 percent of the White population are actually darker in color than the lightest 20 percent of the Black population. Given that 20 percent of Black households have a higher income than the national average, being Black is no longer a universally handicapping condition. There is only one such condition today, and that is being born into poverty, regardless of your race. No one ever got off to a better start in life by being born poor.

Racial desegregation has achieved only limited success, in part because the economic changes that were supposed to follow school desegregation did not occur. While income redistribution has never been popular in the United States, the decision by the Kentucky courts supporting a number of poor rural districts in their claim that they could not provide the same resources for every student as the wealthy areas around Louisville, resulted in an income "floor" built under *every* child in Kentucky. Georgia's "Hope Scholarship," Head Start, and Title I of ESEA are other examples of attempting to ensure that every young person in the nation knocks on the kindergarten door on the first day of school with a similar bag of assets—affirmative *economic* action. In fact, there has been less resistance to these forms of economic desegregation than to racial efforts, even though in many cases they are helping the same kids! In October of 1999, former Senator Bill Bradley made the point that poverty is more likely to occur among minority youth, but it is everywhere. Thirty-six percent of America's poor children are White, 30 percent are Black, and 22 percent are Hispanic. Bradley called for "a multi-ethnic coalition that would rekindle the same kind of purposefulness as the civil rights revolution in the 1960s." On Labor Day 1999, Jesse Jackson agreed that America is now most importantly divided along economic and educational lines rather than race. There is a leadership role here for the secondary school principal.

Certainly the reduction of youth poverty from the embarrassingly high rate of 20 percent would seem a reasonable goal. In 1950, 40 percent of the poor were elderly and 10 percent were children. We worked hard to reduce elderly poverty, and today the ratio is exactly reversed—40 percent of the poor are children and 10 percent are elderly. But if we can reduce elderly poverty quickly and efficiently, why such resistance to doing the same for children? No one favors high rates of child poverty, but there seems little national will to change it. (Most of us do not see it every day; only one household in four has a school-age child.) Well-to-do elderly often think they can ignore youth poverty as having no relevance to their own lives. Nothing could be further from the truth! School leaders must communicate the importance of youth success to all members of their communities, particularly those with the least daily contact with young people.

Race and National Origin: Ideas from Anthropology

For most principals, it is more important to know a student's nation of origin than his or her race, especially to find out how many generations of their family have lived in the United States. It is also important to know the difference between *immigrants*, who basically seek citizenship, and *refugees*, who are fleeing danger in their home country. Knowing only that someone is Asian or Hispanic may deceive you, as there are about as many differences *within*

Given that 20 percent of Black households have a higher income than the national average, being Black is no longer a universally handicapping condition. There is only one such condition today, and that is being born into poverty, regardless of your race.

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racial groupings as there are between them. There are several important concepts from anthropology that can be helpful in figuring out where a young person "comes from":

Time. We in the United States are the most future-oriented people on the planet. It is a given that the future can be better than today. This is a minority view among the world's six billion humans. For many, the past is far more important, and in many nations the knowledge of the past is astounding compared to American adults' meager knowledge of our own past. Syria, for example, one of the most influential nations in the world, made all kinds of contributions and held vast territories, as did Ethiopia and Turkey. These people have a justifiable reverence for their past. For some, the idea of working hard today for a certain reward in the future seems strange. Most Americans do not have the same appreciation for history.

Family. We assume that the *nuclear* family (husband, wife, and children) is the only major family unit; indeed the single mother (as often never married as divorced) is a frequent version of the nuclear family. But in much of the world, the *extended* family plays a vital role, not only socially but in the provision of services. A Hmong-American family needing a loan to buy a house might consult an uncle before going to a bank, a sick person might go to a sister or grandmother for treatment before going to a doctor, etc. The family may be more important than the individual member—the young Mexican-American woman who was admitted to Berkeley but decided to stay at home with her family and attend a local community college didn't think she was sacrificing anything.

Hierarchy. Ours is a nation with a commitment to equality that suggests that everyone is identical. For many, hierarchy is a part of social life. In many cultures, children are taught to look down at the floor when the teacher talks to them, as a gesture of respect—behavior that many American teachers find frustrating. They want students to look at the teacher all the time—looking people straight in the eye conveys honesty and integrity to Americans, but is considered rude and impolite by almost everybody else in the world! Similarly, the American tendency to be our own cheerleaders—to greet each success with, "YES! I'm wonderful!" and with high fives and cheers—is seen by many as putting yourself forward, which is not always a good thing among Native Americans, Hispanics, Blacks, Asians, and even Europeans.

Context. In many countries, communication has as much to do with gestures, glances, eye-brows, and changes in volume and pitch as with the words themselves. Yet, in the heartland and among radio announcers, these nuances are not noted. (In Minnesota, the author's home state, moving your hands while talking may indicate that you are mentally unstable.) Do you touch others while talking? Do you move around? Do you make noises other than the words? Are meals at your house very noisy with lots of people speaking at once? Schools are a very low context culture, by and large, and many students get into a lot of trouble before they figure this out.

Activity. Just as we are most focused on the future, we also put a high premium on accomplishments. We are the world's great pragmatists—building something with your hands is supremely good, while composing a poem or music inspired by a beautiful sunset may be considered by many to be a waste of time. *Being* and *becoming* are less valuable than *doing*. While *doing* has its virtues, so do *becoming* and *being*.

Even today, students from Hispanic and Asian families come to school and look at the floor when the teacher speaks to them, as they were taught at home to respect teachers by looking down. Many American teachers want students to look them in the eye indicating honesty, sincerity, and that they are paying attention. Look for behaviors in your school in which the students are "saying" one thing and the teachers are "hearing" something very different. Tomorrow's principal must often play cultural referee, even without much training.

The Increasing Number of Elderly

Age is another factor for principals to think about. While in Alaska only 5 percent of the population is over 65, in Florida it is almost 19 percent, soon to be 20 percent. In 2025, there will be 27 "Floridas"—states with at least 20 percent of the population over 65.

Figure 4.

27 Floridas by 2025

States where at least 20 percent of the population will be over 65.



Source: U.S. Census Bureau, U.S. Department of Commerce, PPL-47.

We cannot predict today what Baby Boomers may be like at age 65, but certainly we will know by 2025! In addition, it is necessary to look within a state's population for concentrations of older people by school district. So far, older people represent an unpredictable element regarding public schools. There are examples of "Sun Cities" in which older populations have attempted to secede from the city in terms of not paying school taxes, and proclaiming, "Let parents pay for their children's education!" at school board meetings. There are other examples, however, in which older adults have led the fight for passage of new school bonds for construction and improvements, more teachers, etc.

As people get older, they tend to vote more frequently and American voters overall tend to vote for what seems in their self-interest. Most older voters have neither children nor grandchildren in schools, so it seems important for high school principals to help older citizens to see the high school as a net gain for them. There are areas in which seniors can only sign up for the Meals on Wheels program at a local high school, taken past glass-walled rooms where other senior citizens are tutoring young people in English or math or counseling them on personal matters. They may be asked to volunteer in addition to getting Meals on Wheels. Other schools may have a dinner (with food donated by a restaurant patronized by older din-

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An additional area of concern for school leaders is transience. Forty-three million Americans move every year—most within the same state, 30 percent in the same county—but seven million people every year move from one state to another.

ers) for any voter in the school district over 65. The high school band may play, and the chorus sing, and the young people can tell the seniors how much their help and support means to them. Some kids even say, "I'm going to work hard to get a good education so that I can help to support you in your retirement years!" Principals must remember that older people are also going to become much more ethnically diverse over time, and that good community relations must involve age, ethnicity, and class.

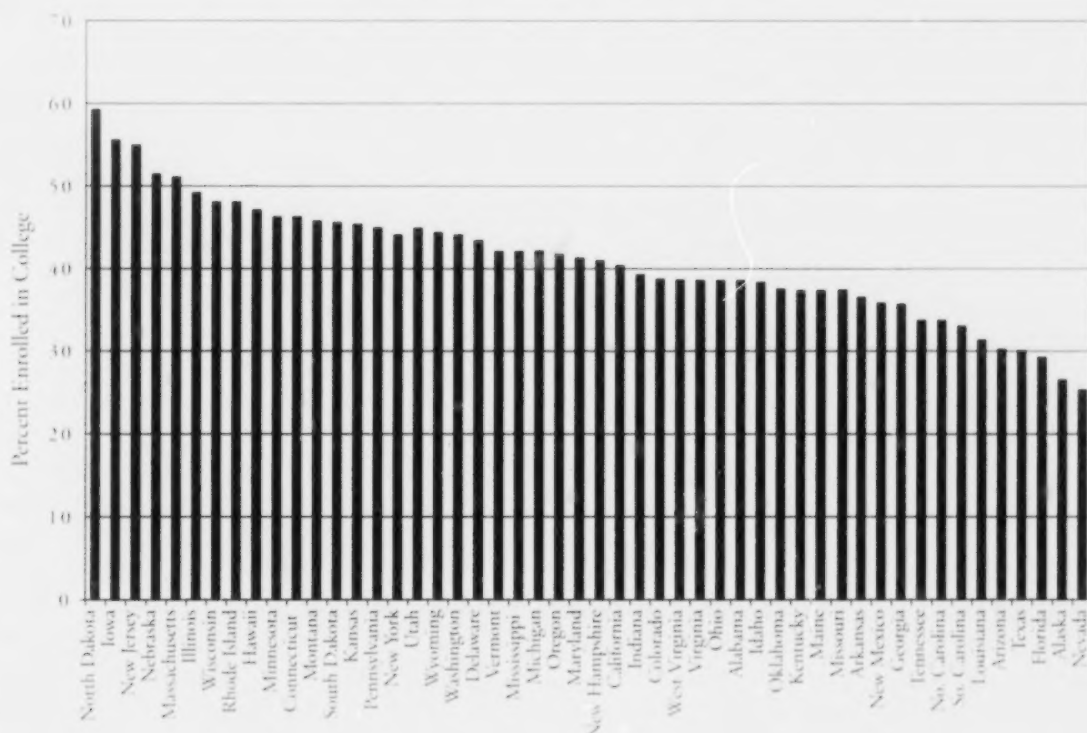
Leading a School Full of Strangers

An additional area of concern for school leaders is transience. Forty-three million Americans move every year—most within the same state, 30 percent in the same county—but seven million people every year move from one state to another. Transience is not only related to high crime rates, but to living each day with lots of strangers. If you look at the percentage of 19 year olds by state who have (a) graduated from high school and (b) been admitted to a college, the states with the highest percentage, 50–60 percent, are states with stable populations, while the states with the lowest percentage of 19 year olds who have accomplished both (a) and (b) are five of the most transient states in the nation.

Many teachers say, "I had 22 kids in my class in September, 22 the following May, but 20 of the 22 are different people than I started with." If 90 percent of your high school freshman class stays with you and graduates from your high school four years later, you have a wealth of information about each graduate that you simply would not have if only one-third

Figure 5.

College Enrollment by Age 19 by State, 1994



Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, Number 49, July 1996

of your freshmen stayed to graduate from your school in four years. There is no reform proposal known to this author that deals with the pronounced effects of a constantly changing student body parent group, community leadership, etc. If you asked a goldfish to write down everything in his or her bowl, the last thing it would put down would be water. Similarly, we are so used to people whizzing by and passing through we do not even realize the problems caused by transience.

All social service providers, from health and police services to education and religion, are under greater pressure to get the job done in a transient community. Teacher turnover is higher and discipline is more difficult to establish. Many teachers develop an awesome reputation for discipline that is transmitted through all the children in a family: "Don't fool around in Ms. Jones class! I had her for 10th grade math, and she's really tough," may mean that Ms. Jones has an easy time of classroom control. In a hospital, doctors and nurses may be treating total strangers with no case histories on which to rely, increasing time spent on routine testing—most patients start from scratch. Ministers cannot be sure who will volunteer to help start and staff the new day care center, and each volunteer day care worker is an unknown who could inflict great harm on children. Police cannot count on neighborhood watch programs, as many people will not even know who their neighbors are and thus cannot tell who does not belong in the community. If you do not know your neighbors by name and they just moved in, what prevents you from taking their lawnmower? Crime rates are highest in transient places.

What kinds of places tend to keep their people through time? There are many studies of why people *leave* a place, but only a handful of studies looking for why people *stay*. Here are some of the factors:

- A history of stability
- Civilly engaged churches
- Small retail businesses with places for people to sit, chat, gossip, and transact the business of the community
- Active associations (you cannot just write a check to the Boy Scouts, you have to be a troop leader)
- Diverse economy, some small manufacturing
- High home ownership rates, regardless of income
- People live and work in the same county
- Many families with children; the children are known by name by many adults
- Stable, clustered incomes, with few rich and few poor.

Such places can be found in small towns, exurbs, or within eight blocks of a major city. If you are a principal in such a place, your chances of having a heart attack are very remote! Your students will do better than in a transient place, and you will sleep peacefully most nights. Be thankful.

Who Lives Where?

Finally, we need to look at the places in which we live in the United States. About a quarter of us live in small towns and rural areas. Another quarter live in large cities and half of us live in the suburbs of those cities. (In the next presidential election, if you win the suburbs, you win the election.) After World War II, the veterans returned in need of job skills—we gave

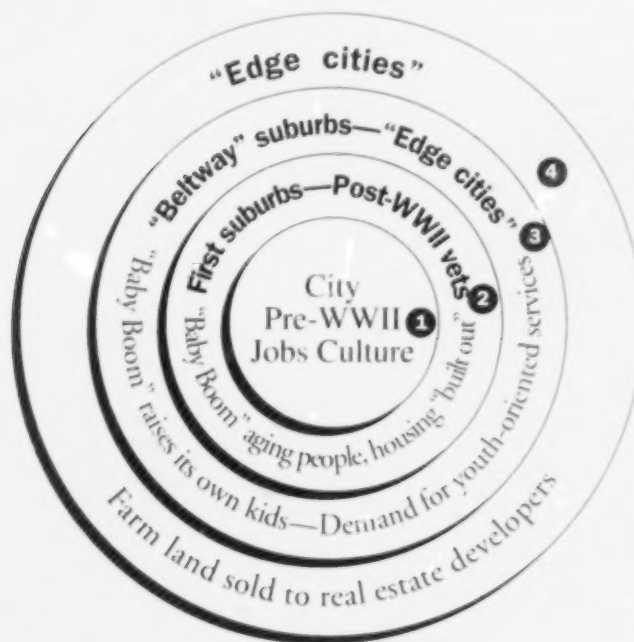
All social service providers, from health and police services to education and religion, are under greater pressure to get the job done in a transient community. Teacher turnover is higher and discipline is more difficult to establish.

them the GI Bill and doubled the size of the middle class. They needed a place to live and raise a family—we gave them FHA and millions of plots of land just outside our major cities where they birthed and raised the Baby Boomers in the first suburbs (see Figure 6), and a car to get downtown where they, the males only, went to work. Today, many of these Ring 2 suburbs are “built out,” and are showing the biggest increases in low-income children eligible for federal free lunch; as much ethnic diversity as in the city, including many immigrants who move directly to the first suburbs rather than starting in the city; and an increasing number of very old people living in very old housing (many are the WWII veterans who are the original owners, who will die, leaving a lot of housing in major need of rehabilitation). Because school construction generally occurred at the same time in Ring 2, this is where you will find a large number of schools also in urgent need of rehabilitation or replacement.

The Baby Boomers, born in Ring 2, are now in the middle of raising their children in Ring 3, where demand for youth-oriented services is still increasing. However, the oldest Boomers, in their middle 50s, are experiencing empty-nest households. (Although at this stage, most people move into smaller “nests” after their kids have moved out, the Boomers so far have not done that at all. Many of them are buying four and five-bedroom trophy houses which are larger than the houses in which they raised their families. Apparently you never do anything that will make you appear older.) Outside Ring 3, you find the busiest areas in America—Ring 4, in which farmland is being sold to real estate developers planning the next

Figure 6.

Population Movement from Metropolitan Areas



- A majority of good jobs have been created in the suburbs.
- Income of city workers has steadily declined compared to that of suburban workers.
- The typical commute today is from a suburban home to a suburban job. Only one quarter of commuters are going from a suburban home to a “downtown” job.

suburban invasion. Ring 4 is usually outside the Beltway. The basis for Ring 4 is clear: the Beltway functioned like a belt, holding in growth to the city and inner suburbs; today, the Beltway is the jumping off point for growth. As from Kansas City to Washington, D.C., most new jobs in the 1990s have been outside the beltway. In Ring 4 you find edge cities in which the residents live and work in suburbs and seldom if ever visit the city that made them possible in the first place. The biggest current demand for school construction is in Ring 3; the biggest future demand (15–20 years from now) will be in the edge cities of Ring 4.

Metropolitan Summary

There are several generalizations about metropolitan areas that may be useful:

- The very high rates of poverty and ethnic diversity that were contained in the cities in the 1960s to the 1980s have stabilized, and increasing poverty and diversity are moving out into Ring 2, and even into Ring 3 in some places.
- Some gentrification is now visible, as professionals in the new professions (business services, technical services, computer services, and financial services) are returning to the city and making lots of money, but they are overwhelmingly single or married and childless. Concerns for safety and security of children, plus school quality in cities make it difficult for any married couple with children to consider moving from suburbia to the city.
- The beltway is no longer a belt but a springboard for future growth ever deeper into the countryside as we move from Ring 4 to Ring 5 and beyond. In the East, suburban rings from one city are beginning to run into the rings of other cities, which is one of the few ways of stopping sprawl. ("Boswash" or the Boston to Washington Corridor, is becoming a single metropolitan area.)
- Much of what appears to be "racial" differences in school performance are actually based on class and educational levels in the home. Suburban minority kids whose parents are college graduates are very much like Anglo-American kids from the same background, although some small test score differences remain.

If you are a principal in a Ring 3 school today, see your future at the schools in Ring 2. It's all coming to a school near you, just as Ring 3 begins to move to Ring 4!

Rural Schools

Although three-fourths of us live in metropolitan areas—50 percent in suburbs and 25 percent in central cities—a word should be said about the 25 percent who live in small towns and rural areas. First, these towns are spread across an amazing number of square miles with very low population density. Although one-quarter of students are in rural areas, these areas constitute more than 50 percent of the school districts in the nation. Most of these rural districts have very small schools. They have unique problems—rural poverty is different from urban (and now suburban) poverty. Finding qualified teachers, particularly in specialties like math, sciences, special education, and bilingual education, is very difficult in these communities. Student drug use is often very high. Medical services may be remote. Rural school districts and problems tend to be ignored in national debates about education because cities and suburbs command so much media attention. But students in rural and small town schools do quite well on standardized tests for the most part, suggesting that small schools and small classes have some benefits.

Schools and Principals in a Changing Social Context

We have a lot of information about school principals, thanks to the *Schools and Staffing Survey, 1996* (SASS) produced by the Department of Education, as well as data on schools themselves. Although we read about big city and suburban schools in the press, almost half of all public schools are in rural areas, as has been noted, and average 400 students per school compared to 600 students for schools overall. Of our 14,000 school districts, the majority are in rural areas, are small, and are seldom heard from. Of our 46.6 million students in 1994, 41.6 million attended one of our 81,000 public schools while the remaining 5 million were enrolled in 26,000 private schools. About two in five public schools, mostly rural, had no minority teachers on staff. Central city public schools averaged 26 percent minority teachers. Generally, the more minority students, the higher the rate of minority teachers and principals. If a central city school had more than 20 percent minority students, minority teachers increased to 33 percent.

Private schools, by the way, are a rock of stability in our educational system, at 10–15 percent of student enrollments. There are 26,000 private schools in the nation; they offer much less in remedial, gifted and talented, ESL, and Title I material, and far less special education. Vouchers and charters may come and go, but private schools have been around a long time and should be considered a permanent part of the landscape. However, your chance of getting into an Ivy League college are just as good if you went to a good suburban high school, according to *Money* magazine's 1998 and 1999 surveys.

Principals and Schools

The nation's 79,618 principals are 19,027 in center city schools, 21,700 in suburbia, and 38,891 in rural or small towns, where more than half led schools of 150–499 students. As we consider proposals to make schools smaller, these proposals do not apply to our 38,891 rural and small town schools! In fact, the innovation of three to four decades ago, the comprehensive regional high school was designed to create *bigger* high schools in our mostly rural school systems. Of the 79,618 principals, 53,684 were in elementary schools, and only 18,263 were in secondary schools. There are roughly three elementary schools for every one secondary school in the nation. (By the way, we have more shopping centers than secondary schools in the United States!) Sixty percent of principals are male, 40 percent of principals are female, and most female principals are in elementary schools. (It is not possible to separate SASS data into elementary and secondary principals for most factors.) Fourteen percent of principals were ethnic minorities, more often found in center cities than in suburbs or rural schools. Although some progress has been made in diversifying the principalship, the median high school principal is still very male and very Anglo (non-Hispanic White,) although more diverse than the superintendency (Hodgkinson, *Invisible CEO*, 1999).

The average principal is 47.5 years old, 60 percent have master's degrees, 30 percent have more than master's degree, and the typical principal taught for 11 years before becoming a principal. In the SASS survey, central city teachers made \$34,400 while central city principals made \$57,100; suburban teachers made \$38,300 while suburban principals made \$60,300; and rural and small town teachers made \$30,800 while rural and small town principals made \$48,600. However, the cost of living is proportionately lower in rural areas. When a teacher becomes a principal, their salary almost doubles (except in rural areas and small towns.) In *The Invisible CEO*, this author found that the teacher-to-principal promotion was a far greater economic reward than principal to superintendent. In addition, the SASS data indi-

cate that principals have a lot of influence on school decisions and clear goals for their students (ranked as basic literacy skills, academic excellence, work habits, self-discipline, and students' personal growth). Occupational and vocational skills were near the bottom of the list, along with "specific moral values."

For people who like contact with kids and teachers, issues of teaching, curriculum, transportation, and parent involvement, the principalship is a terrific job—in fact, 31.8 percent of principals say they will stay on as long as they are able. Twenty-three percent will stay until they are eligible for retirement, 15 percent will probably continue, and only 2.7 percent of principals plan to leave as soon as they can. In fact, one problem is that many principals who would make excellent superintendents are not interested in the position, as it would mean giving up most of the things they enjoy, as well as being out five evenings a week, working for a school board instead of an individual, and accountable for many things that cannot be controlled.

The Issue of Paid Non-Teaching Staff

Our 80,000 principals are surrounded by 1,384,000 non-teaching paid staff. Some estimates are that for every teacher in U.S. public schools there is one paid non-teacher. (There are about 2.5 million teachers in the United States.) In most countries, that would be a shocking statistic. But as one looks at the lists of counselors, librarians, instructional coordinators, teacher aides, secretaries, and other professionals, and given the U.S. schools' mission to provide comprehensive services to every student, including ESL, bilingual, and special education, it would be hard to trim this number. By cutting non-teaching staff by only 20 percent, you could add 250,000 teachers to our schools. Voters and taxpayers do not understand the importance of these paid support staff, many of whom are in the central office, not in individual schools.

Principal Problems

Principals are clear about the problems they see. Poverty is a major problem, reported by 16.3 percent, followed by lack of parental involvement (12.9 percent) and students unprepared to learn (11.8 percent). Perhaps because elementary principals were included, concerns were surprisingly low for drug abuse (only 1.4 percent reported), verbal abuse of teachers (1.8 percent), and student use of alcohol (3.6 percent). Although the SASS data is from 1994, it appears that most secondary schools are a lot more secure and productive than the press would lead us to believe. The Center for Media Studies reported that from 1994 to 1997, violent crime in the U.S. declined by 28 percent, but TV coverage of violent crime *increased by 1,032 percent*. Each year in America, more than 1,200 children are killed by their parents, usually with guns, but the only story that makes the evening news is a *school* shooting.

Specific School Site Issues Facing Principals

Where Will Enrollment Increases Occur in the Future?

Let us look first at national data to get a sense of how large the increases might be; to the year 2010, by age and race, from the Census:

	2000	2010	Net
under 18	70,782	72,510	+1,728
18-44	108,151	106,951	-1,200
45-64	60,991	78,847	+17,856

Our 80,000 principals are surrounded by 1,384,000 non-teaching paid staff. Some estimates are that for every teacher in U.S. public schools there is one paid non-teacher.

65+	34,710	39,408	+4,698
Non-Hispanic White	197,062	202,390	+5,328
Hispanic	31,366	41,138	+9,772
Black	33,569	37,466	+3,897
Asian	10,585	14,402	+3,817
American Indian	2,055	2,321	+266

Clearly, the maximum increase in children to 2010 will be 1.7 million—not exactly a tidal wave, no matter how it is distributed. But 17 million Baby Boomers are moving into their 50s, and in 2010 there will be more Hispanics than Blacks in the United States. While the White population increases by five million, minorities gain 17.7 million, the same increase as the Baby Boom itself!

Kids Count 1997 gives us more detailed data for youth, but with different years (in millions). We can easily see some key changes: the decline in the youngest children, a 1.5 million decline in White children, more Hispanic children than Black children, smaller increases from senior high down to elementary, etc.

		1995	2005	Net
<i>If you built schools for the 1.6 million more high school children (age 15–17) from 1995 to 2005, many of them will be empty in 10 years.</i>	all under 18	67.7	71.9	+4.2 (5%)
	0–5	23.6	22.9	–0.7 (–3%)
	6–11 (elementary)	22.7	23.6	+0.9 (+4%)
	12–14 (middle)	11.3	12.6	+1.3 (12%)
	15–17 (senior)	11.0	12.6	+1.6 (15%)
	White	45.7	44.2	–1.5 (–3%)
	Black	10.1	11.0	+0.9 (+8%)
	Hispanic (of any race)	9.5	12.4	+2.9 (+30%)
	Asian, Pacific Islander	2.5	3.5	+1.0 (+39%)
	Native American	6.0	0.7	+0.1 (+6%)
In greater detail, we see more Hispanic than Black children by 2005, a decrease in the youngest category of 700,000, while minorities grew by 4.9 million.				

In greater detail, we see more Hispanic than Black children by 2005, a decline of White children in the youngest category of 700,000, while minorities grew by 4,900,000. White fertility remains below the replacement level, and numbers of White children will continue to fall while Hispanic and Asian numbers will increase even more rapidly, through immigration and high fertility rates, in the years following 2005. White females now have 1.7 children during their lifetime, Blacks 2.8, and Hispanics 3.4 children, which explains the data, plus high immigration rates for Hispanics and Asians, and little for Blacks. Note also that the growth in children from 1995 to 2005 is considerably larger than the 2000–2010 growth in the previous table, and that the younger the child, the smaller the increase in numbers. If you built schools for the 1.6 million more high school children (age 15–17) from 1995 to 2005, many of them would be empty in 10 years, as the preschool group moves through school, following steady reductions in rates of increase from the 1995–2005 group. In fact, in 1970 (the Baby Boom) public school K–12 enrollment was 45.8 million, then down to 40 million by 1988, then up to 46.8 million by 1998, and up again to 48.2 million by 2008. Schools grew 6.8 million from 1988 to 1998, and will only grow 1.4 million during the forecasted “tidal wave” (*Condition of Education 1999*, p.124).

By region, it is clear that the 1988–1998 gains were much higher than the predictions for 1998–2008 (*Condition of Education 1999*, p.124).

So Northeast-Midwest schools must actually plan for *declines* to 2008, while the South and West must prepare for increases that are a small fraction of what they have already experienced. Remember, there will be *some* increases in *parts* of the Northeast and Midwest, in spite of the overall declines for both areas.

Figure 7.

Map showing the percentage change in the number of people aged 65 and over from 1980 to 1990, by state. The map uses shading to indicate the magnitude of the increase or decrease.

Legend:

- +26% and above (Solid black)
- +16% to +25% (Light gray)
- +0% to +15% (Diagonal lines)
- Decreases (White)

Percentage change by state:

State	Percentage Change
MA	+27%
RI	+14%
CT	+20%
NJ	+24%
DE	+12%
MD	+22%
DC	-7%
PA	+13%
NY	+7%
VT	+2%
NH	+9%
ME	+5%
MT	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
NC	+15%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+10%
MO	+8%
OK	+1%
KS	+3%
LA	+0%
MS	+25%
AL	+9%
GA	+27%
SC	+21%
VA	+1%
WV	+8%
OH	+10%
MI	+13%
IN	+3%
WI	+5%
IL	-6%
ND	-21%
WY	-7%
SD	-3%
NE	-6%
IA	+1

Source: Western Interstate Commission for Higher Education.

Broadening the cohort to secondary school *enrollments* only five states show a 20 percent increase or more (see Figure 8 on page 18).

25

ity percentage of high school graduates in that state (see Figure 10). Wisconsin's high school graduates are 9 percent minority while college students in Wisconsin are 10 percent minority; 52 percent of California's high school graduates are "minority" even though that's more than half, while California's college students are 49 percent minority. College opportunity is directly related to the minority percentage of high school graduates in each state—a major achievement compared to 1950. This is all based on another stunning achievement: Today, the percentage of minorities who graduate from high school is virtually the same as the White percentage. In general *for states* and state educational planners, if you survived from 1988 to 1998, you will have *less* growth between 1998 and 2008.

That's Fine for States, but Locally Where Will We Need to Build New Schools, or Are There Enough?

There is a clear answer—there *are* enough schools but, unfortunately, many of our 81,000 public schools are not in the right locations. Most fast food restaurants are much more carefully researched for location (money, expertise, and predictive skills) than almost any public school location. Most franchised restaurants must demonstrate a solid clientele base at that location for a 15-year period, something unheard of in school site selection. (It is called *geo-demographics* in business.) For the most part in schools, enrollment pressures are weak in central city and Ring 2 segments of most metropolitan areas, and enrollments have peaked. There will be short-term growth in many Ring 3 areas, but in many areas with a growth of only five to seven years followed by declines, one would be smart to temporize. Oddly, over the next 20 years, the greatest demand for school construction will be in communities that

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Figure 8.

Projected Change in Secondary School Enrollment, 1997–2007



Source: U.S. Department of Education

Figure 9.

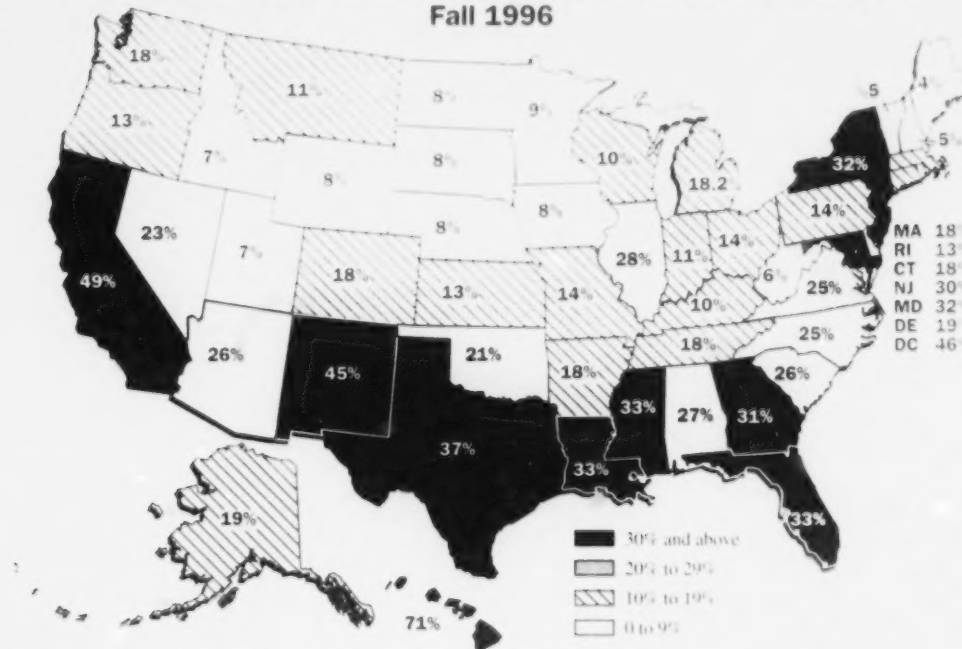
Minority Public High School Graduates, 1995

Projections by state of proportion of graduates who are minority-group members



Figure 10.

Proportion of College Students Who Are Minority-Group Members, Fall 1996



Source: U.S. Department of Education

Unlike college students, we still have socializing tasks with adolescents, which means the school dance, the yearbook, and the football team. It is hard to imagine a virtual first kiss, an event of importance to anyone's education.

have not even been named yet, in Ring 4 and into Ring 5. Recall the *Kids Count* chart on page 16, from high school to preschool, the increases get smaller, and finally show a *deficit* for preschool kids. The new high school built in response to current data on high school student increases could be half full in 10 years.

We also need to think of ways to make our huge high schools, built in the 1960s, more user friendly to students and staff members. These buildings will be around for some time, but may need to be rethought. One useful alternative is the "house plan" model, in which a large high school is divided into a number of "houses" for instruction, counseling, and social purposes. Each house has a "house director" reporting to the principal, who is responsible for the entire high school. Generally, there is only one football team for the high school, but the houses can have a lot of fun in intramural competition without even leaving the building. Some of these schools are so big, the only alternative to a house plan would be to make K-Mart's out of them. The same Carnegie Foundation that recommended building bigger high schools decades ago is now recommending smaller high schools. Many places, especially in rural areas, are planning community schools, in which you have K-12 education, day care, programs for seniors, recreational activities, and primary level health care and diagnostics all in one building. The coordination of community services is infinitely easier in such a building.

Does the Internet Hold the Promise of Reducing the Number of High Schools, New or Old?

Yes and no. It holds the promise of increasing the intellectual resources teachers may use in teaching, plus potentially radical changes in the very idea of homework, particularly if the technology now housed in the PC itself becomes available through the Internet. Then, instruction can *come from anywhere*. Television was supposed to eliminate the radio and the newspaper, the computer was to eliminate books (my new computer came with three instructional manuals), the classroom movie was to eliminate the teacher for much of the day, but none of these things has come to pass. Each information device (radio, video, teaching machines, books, magazines, newspapers, tapes and CDs, television, PCs, and the Internet) simply has a different percentage of "market share" as each new device is introduced. So far, there has been only one device that has changed what teachers actually *do* in classrooms—the humble, lowly overhead projector, found (and used) in every school in the nation.

However, the computer is interactive with the individual student, impossible for television, newspapers, and radio. Technically, a student could take a specialized course or receive various supplementary materials originating almost anywhere on the globe. Just as we now have entire degree programs for college students online, it is possible for the same thing to happen in secondary education. At the moment there are two regionally accredited "virtual high schools" with 100 percent online instruction: Indiana University High School and University of Missouri-Columbia High School. Indiana has a 500-student waiting list for this program. The implications for disabled students, among others, are high. More likely, however, is the course-based use of computers and the Internet. Unlike college students, we still have socializing tasks with adolescents, which means the school dance, the yearbook, and the football team. It is hard to imagine a virtual first kiss, an event of importance to *anyone's* education. But for rural schools without the student numbers to hire a physics teacher, computers and the Internet will transform education if financing can be found.

The best and most difficult question is different—*what comes after the Internet?* The technology shows are beginning to place it in the "appliance" concept—e-mail will be handled by an independent device, like a toaster, while the stock quotes will be handled by another

device. We are clearly coming to a marriage of the telephone, the television, and the computer, but no one (yet!) knows what kind of offspring this marriage will produce. At the time schools were spending millions on installing cable, it was already clear that the future was (and is) in wireless. Today's laptop with an antenna that links you to a satellite is an old idea—the United States is actually well behind others in wireless technology, not just in cell phones. Partly because we got fixated on *current* technology, we fell behind in thinking about alternatives, as did the French with their Mini-tell system, wired into every French home two decades ago, and they're still stuck with it. If we assume that *.com* is forever, we miss the very nature of technology. But what comes after the Internet and *.com*? Must we continue to invest fortunes in machines that will become obsolete in a few years? How does a high school principal decide what technology *not* to buy? How does one even think about the question? Is a 486 enough better to justify junking your 386 machines? Can one develop "selective negligence"? These questions are going to become a lot harder in the near future—and more expensive!

In What Kind of Physical Shape Are Our Schools?

Unfortunately, *deferred maintenance* has often been the name of the game. When bond issues are not passed, school boards must make painful choices—firing teachers, cutting back on the arts and athletics, closing the cafeteria. It is always easier to let the roof leak for a few more years. Generally, a rule of thumb is that schools in a district will be in about the same shape as the worst third of residential housing, and as housing (and schools) get older less money is put into their maintenance or refurbishment. Estimates are that as many as one-third of school buildings are in serious need of major repair. In December 1999, President Clinton recommended legislation to refurbish or replace one-third of our schools, and that was probably a conservative figure. Remember that is 27,000 of our 80,000 schools! Oddly, schools without adequate heating and air conditioning systems had no trouble installing 8.4 million computers by 1997–98, most of which were donated, but the space, wiring, and installation costs were not! (numbers from U.S. Census.) If you want to know where most of our worn-out schools are, look for worn-out homes and you will find them. (In Ring 2, houses and schools are now 40 to 50 years old.) In rural areas look for school districts with population declines. In central cities, look for what's just behind the symbols of progress—the Inner Harbor in Baltimore, the area around the Carter Center in Atlanta, just beyond the Renaissance Center in Detroit, and you'll find houses and schools in horrible shape, as well as residents who have little political or economic clout in the city.

Schools are more like bridges than roads. If a road is defective, there are bumps and potholes noticed by thousands of drivers per day, and many motorists complain. A defective bridge, however, leaves no telltale sign of the defect—only after the bridge collapses and people are hurt or killed is the defect noticed. To a large degree, this is the situation with deferred maintenance in schools. A skilled contractor can even disguise a potentially dangerous school problem so there is no visible sign of trouble for a year or more. In fact, it is likely to become even more difficult to get continuous money for preventive maintenance in the future to avoid major repairs. "If it ain't broke, don't fix it" will be a fine rationale for deferring necessary maintenance, even when it *is* broke.

How Will Curriculum Change?

Most high school curriculum change is due to changes in college admission criteria, which often happens with no consultation between higher education and secondary schools. That may change in the next decade as increased standards (and standardized assessment) moves up the line from schools to colleges. (See Hodgkinson, *All One System: Another Look*, 1999.)

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If we require high school students to pass a state exam before receiving a diploma, it is only a matter of time before states will require college students to pass a state exam before receiving a B.A. degree. Those in K-12 have absolutely no idea of the shock waves such a proposal would bring to colleges and universities. Forty years ago, Ralph Tyler described higher education's "dirty little secret" by stating that entering freshmen at some colleges and universities know more at entry than graduating seniors from others, even though they get the same degree. Yet, the diversity of higher education is one of its great strengths. It may be a good thing that you write your way out of Oberlin and talk your way out of Antioch. Who is to say that is not in the national interest?

The World Curriculum. It seems clear, however, that high schools will have to give some attention in to the fact that the United States comprises only 5 percent of the world's six billion people, and the west only 17 percent. This does not mean the elimination of European history, but the supplementation of material from South and Central America and Asia, whose history, art, science, architecture, literature, and philosophy are equally important. This is what *globalization* will have to mean, especially as our students diversify in terms of non-western backgrounds. Students must know not just historical battles and leaders, but economic dividers protested at the World Trade Organization meeting mentioned previously. Most educated adults are almost totally ignorant of Africa and the Middle East, their enormous contributions to science, architecture, and the arts. An educated high school graduate will need some knowledge of the six billion people who make up the human race—their nations and their cultures.

"Frills" and Tests. There are likely to be continuing pressure to remove art, music, and drama from the curriculum as "frills," plus pressure to increase graduation requirements in math and science. Secondary principals must play a key role in making sure that the curriculum includes a diversity of subject matter useful in adult life, including world cultures, the arts, and literature. One of the reasons for math and science visibility in the current standards debate is that the material responds so well to standardized, machine-scored, multiple-choice questions. However, if one is educating future scientists, one wants to know that the students are capable of generating their own alternatives or alternative strategies to solve problems, something that is impossible if the alternatives are given to the students in the form of a multiple-choice question. In fact, everyone needs to be able to do this. In life, we must generate our own choices.

When Russia launched Sputnik, we railed against our educational system, and praised the superb quality of the Russian system, especially its required courses in math and science. When Japan's economy seemed to be overwhelming ours, *A Nation at Risk* was published, suggesting that our education system was alone responsible for our economic failures, and recommending increases in rigorous courses in math and science for a high school diploma. Little has been heard from these critics lately. If our economic *failures* were due to deficits in our educational system, it must follow that our current *successes*—the strongest economy in the world with the most effective and innovative scientific and technological research and development programs—must be due to our high-quality educational system—an idea which might be difficult for the critics to admit.

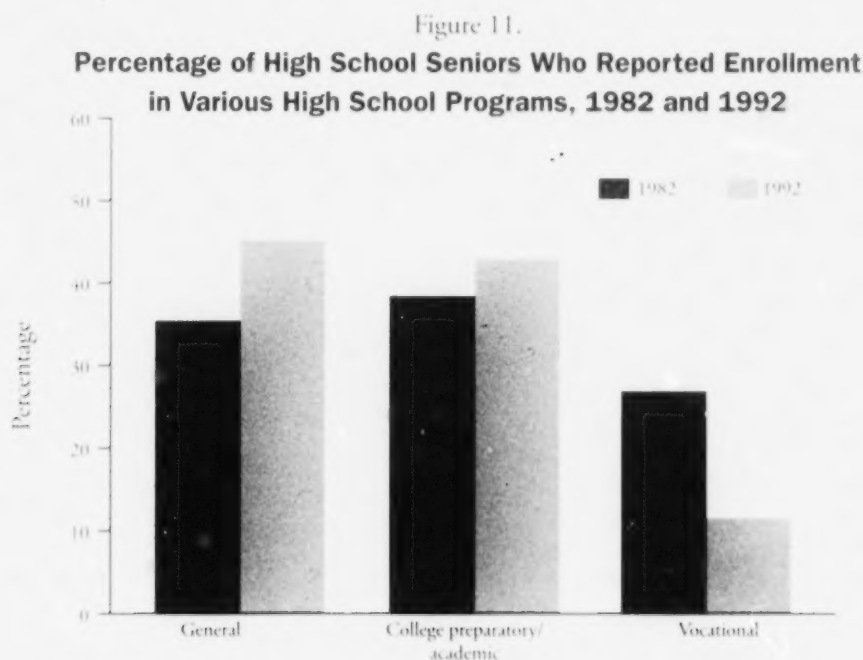
Ability Levels in Age-Graded Classes. It is clear that within an age-graded classroom, there will be some students who double the educational achievement for that age, and some students who are at half the median achievement level. There will be more advanced placement courses, hopefully in *all* high schools—many inner city and rural kids, when faced with the genuine academic challenge of such courses, respond with very high achievement. Similarly,

allowing high school seniors to co-enroll in a community college course makes very good sense, enabling students to stretch the financial burden and graduate from college earlier. The Bard-Simons Rock "Early College" admits high school juniors to the college freshman year, usually with fine results.

Let's Eliminate the "General" Track! There is one curriculum change that NASSP and its members should take seriously: the elimination of the general curriculum from every secondary school in the nation. Current tracks include college preparation (up slightly during the last decade), vocational-technical (down by almost half in students), and the general curriculum, showing the biggest increases in the decade. The general curriculum prepares you for neither higher education nor a vocation. It is where we find general math, communications, general science, and other courses without much content. Given that 95 percent of high school graduates either go to college or to work, the two tracks should cover just about everyone without the general track, which saw the biggest increase in enrollments in the decade (see Figure 11).

State Diversity, Test Uniformity. Curriculum also varies by state—vocational-technical programs should reflect the particular job needs of that state. Additionally, many states require a course in that state's history, and schools in the southeast may emphasize the contributions of Black Americans. Southwestern states may have a unit on Hispanics as well as ESL and bilingual programs. Much of this curricular diversity by state and region is useful, but will be threatened by the monolithic approach to assessment at the national level that seems still to be in favor, although some protests are being heard as 1999 comes to an end, particularly from those who feel that state and national tests will inevitably encourage cheating on the

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More White and Hispanic seniors reported being in college preparatory or academic programs in 1992 than in 1982. During the same period, the proportion of seniors in vocational education declined from 27 percent to 12 percent. The proportion in general programs rose from 35 percent to 45 percent.

Source: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond," First Followup survey; and "National Education Longitudinal Survey," Second Followup survey

part of everybody. If the future of a student, the salary of a teacher, or the career of an administrator will be determined by the results of one test, with no participation in the test item selection, material covered, or criteria used to determine the passing score, then loyalty and integrity issues are questionable at best.

Partly because of current preoccupation with high-stakes testing, especially at the national and state levels, both as a neutral measure of student achievement and as a lever to increase it, many differences in populations by state are glossed over by federal statistics. The federal standard for education statistics, *The Condition of Education 1999*, lists not a single chart comparing states on any category, although there are several showing international comparisons of educational attainment. Although we can pretend that all states are alike, the fact is that the data presented in Figure 5 (page 10) of 19-year olds, who have graduated from high school and been admitted to college show far greater state differences than any international comparison data from any source.

In fact, because test results can be predicted so well from household income and parent level of education, we can predict with considerable success the state passing scores on a national high stakes graduation test, even without the test! For those who plan to use test results largely to punish low scoring states and districts, this can be done without the cost of developing the test. The results will be the state ranks below, with few exceptions. Although there are several such lists, Gerald Bracey's *Generic Ranking of the States*, as yet unpublished, follows:

- | | | | |
|------------------|-------------------|--------------------|--------------------|
| 1. Iowa | 14. Connecticut | 27. New York | 40. Florida |
| 2. North Dakota | 15. Massachusetts | 28. Rhode Island | 41. Tennessee |
| 3. South Dakota | 16. Indiana | 29. Maryland | 42. California |
| 4. Minnesota | 17. Colorado | 30. Oregon | 43. Alaska |
| 5. New Hampshire | 18. Kansas | 31. Washington | 44. North Carolina |
| 6. Maine | 19. New Jersey | 32. Nevada | 45. Hawaii |
| 7. Utah | 20. Pennsylvania | 33. Arizona | 46. West Virginia |
| 8. Wisconsin | 21. Illinois | 34. Texas | 47. Arkansas |
| 9. Nebraska | 22. Missouri | 35. Delaware | 48. Alabama |
| 10. Vermont | 23. Ohio | 36. Kentucky | 49. Louisiana |
| 11. Wyoming | 24. Michigan | 37. South Carolina | 50. Mississippi |
| 12. Idaho | 25. Virginia | 38. Georgia | |
| 13. Montana | 26. Oklahoma | 39. New Mexico | |

If the desire is to punish low scorers and to reward high scorers, this list is all that is needed. The most important thing about the list is that it is not diagnostic—it does not help any state to improve. *Neither will a national test, nor state tests whose sole purpose is to rank districts and individual schools.* There is an important notion in the assessment field: The major reason for assessment is to improve performance. Also, any high-stakes test items become the curriculum that matters—for teachers, students, and principals.

Ours is the quintessentially decentralized educational system. We value diversity in education because it works, and the centralized educational structures of France, England, and other nations would not work in the United States. That is why the first recommendation in the chapter on curriculum of *Breaking Ranks* is so vital:

Each high school community will identify a set of essential learnings—above all, in literature, language, mathematics, social studies, science, and the arts—in which students must demonstrate achievement in order to graduate.

Diverse Curricula, Common Goals. The American secondary school system, at its best, is 18,000 principals leading 18,000 secondary schools, under a broad mandate from the board and superintendent, toward the recommendations above. It seems that devolution is not a fad but a demonstrable success—decisions should be made where the work is done, by those who do the work. To push power and control to the national (or federal) level would be a tragic mistake for this nation. In one way, the preoccupation with national norms, tests, and standards may be the last gasp of the reform movement begun by *A Nation at Risk*, with its constant reference to Japan's economy and educational system in one of the most homogeneous populations in the world. The reform movement seems to be saying, "If only all American high schools were exactly alike!" It is important that, even with national, state, and district goals for secondary schools, principals are free to fashion their own paths toward those goals.

The Carnegie Unit? There Has To Be a Better Way. The last curricular point concerns the fate of the Carnegie unit which was first developed as a way of defining full-time teachers. (Each Carnegie unit involved a number of contact hours of instruction; a given number of Carnegie units taught was considered full-time for retirement purposes.) It later became a system for determining student eligibility for college, which was never the intended function. The faculty "contact hour" became the student "credit hour" needed for college admission. (See *The Transformation of the School*, Lawrence Cremin, 1961.) The problem with the Carnegie unit as a college admission measure is that it is in no way a measure of learning, but only a seat-time measurement. Even in college, a student goes to class until 124 credit hours are attained, a system virtually unknown anywhere else in the world. The transcript, like a medical record, simply indicates the things to which you have been exposed, with no indication of whether learning took place, like a vaccination report.

It may be time to think of a unit of measurement that actually indicates value added, that measures how much content the student acquired during the course of instruction. Many high school and college students currently get grades based on what they knew before the course began! A student from a family with little formal education may learn five times as much as a child of a college professor, but the professor's child is almost bound to get a higher score, as he or she is not "starting from scratch" as is the student whose family is not well educated.

Any such value-added approach must begin with a baseline on each student at the start of the course, as well as the conventional assessment of performance at the end. Again, transience is the big enemy. The more students move from school to school, the more difficult will be the assessment of their school progress. Migrant workers' children, who may attend four different schools per year, make baseline assessment almost impossible, but any high school course can be assessed with a value-added strategy. There are also competence assessments, portfolios, criterion-referenced testing, formative and summative assessments, and a variety of clinical and statistical measuring techniques that can be used. It is always true that a good assessment points out how the student (and teacher) can do better. Ideally, assessment and instruction should form a seamless web as recommended in *Breaking Ranks*. Although

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the GPA is somewhat better than the SAT as a predictor, both seem rather primitive in assessing both performance and potential. This whole area of assessment cries out for more creative and useful mechanisms. High schools (the link between K-12 and colleges) should lead. The techniques are available.

How Will School Governance Change?

Very little. Although charter schools are increasing in number, and most are immune from state testing procedures, their boards behave suspiciously like school boards. If we believe school districts are the "law of the land," school boards, and probably superintendents or some form of CEO, would have to be invented. Voucher plans do not change governance very much. At the moment, there is no performance data that is persuasive either for or against charters and vouchers, nor do they put the current governance system at risk. We do not even know the return on the enormous investment of 8.9 million computers in schools, in terms of either total cost or increased student achievement. The federal share of the education budget will remain below 10 percent, with the mix of state and local funds quite varied by state, but with some general increases in state funding and a decline in local funds as a proportion of the total.

When we look at school governance, we are looking fundamentally at a local phenomenon. Currently, there is seldom access to policy arenas for two groups who are both knowledgeable and major players: principals and teachers. If the principal is indeed president of the school, then some pathway to policy decisions should be assured. The same argument can be made for teachers. Many questions remain about access to policy arenas, elected versus appointed boards, the role of state boards of education, etc.

The biggest governance problem in the past has been unfunded mandates. The federal government required state and local authorities to remove all asbestos from school buildings, for instance, but provided no money for the removal. If we learned anything from the first two education summits, it is that the governance systems to make school reform possible were not present. State governors and business leaders cannot issue commands for school reform—unfunded mandates—from on high. The third summit, which included education leaders, formulated a plan of action that can actually be implemented. However, it will be carried out through the existing system of state and local education agencies, school boards, superintendents, principals, and teachers. Unless it gets to the classroom, *nothing has changed*, a major lesson that the governors and business leaders hopefully learned from the first two summits.

Even while distance learning becomes a player in secondary education, distance management has not worked. Even those higher education institutions deeply involved with distance education have centralized management in either one or two places. It is a reasonably safe bet that the virtual school board will never see the light of day. We are just beginning to sort out which online functions are genuinely superior and which will drop away. To anyone with children and grandchildren who live a long distance away, it is clear that a "virtual hug" is useless. There is likely to be a large increase in technological communication in the future, with a decline in the "high touch" mode.

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Conclusions

We have considered a variety of data, dealing with the following topics:

- Current and future populations in the world
- U.S. population dynamics and changes
- Ideas of how schools may or may not change in relation to population changes
- Implications for the secondary school principal.

This report concludes with a specific summary of demographic trends described, linked to a few specific items from *Breaking Ranks*.

Diversity in the World and in the United States

The world's six billion people, living in more than 200 rich and poor nations, and representing an amazing variety of ethnicity, backgrounds, education, and income levels, will progressively age during the next century, with growth stopped by 2100. This must be understood by today's students, teachers, and principals—it is the future. The virtual elimination of infant mortality since 1900 has doubled life expectancy in the industrialized nations, and will begin to do the same in the developing nations, which today constitute 95 percent of the growth in the world's population, and only about 15 percent of the world's wealth. The United States represents 5 percent of the world's population, but has 20 percent of the world's prisoners.

Each of the 200-plus nations is represented in the United States population. Without immigration and large numbers of minorities with high fertility rates, the U.S. population would soon decline, as will our European partners. Within the United States, nothing is distributed evenly—not race, religion, age, wealth, or fertility. In addition, 43 million of us—an astronomical number—move every year, making schools, health care, etc., more confusing as the places we move to and from are made more confusing. The next Census will add to the complexity about racial identity, as more than one racial and ethnic category can be listed, causing a major reporting headache for schools.

One purpose from *Breaking Ranks* makes a fine link between diversity and interdependency:

High schools must equip young people for life in a country and a world in which interdependency will link their destiny to that of others, however different those others may be.

We also find the following from *Breaking Ranks* useful and fully consistent with this analysis:

An understanding of and respect for diversity should be absorbed into the fabric of each high school, whatever the composition of its enrollment.... Diversity should be considered in connection with the school's curriculum, instructional practices, and staffing. In the end, education ought to equip students for the interdependency of life in the 21st century.

The promotion of policies by the principal and board that recognize diversity in a democracy, a curriculum rich with exposure to diversity, a teaching staff with diverse backgrounds

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and perspectives, and professional development opportunities should be emphasized. However, the recommendations regarding curricular or instructional strategies make no mention of diversity. Our discussion of the values and behaviors of people from different racial and national identities should be helpful.

Breaking Ranks deals only with racial and ethnic diversity, as is appropriate for its task. We have a larger picture, however, including age, class, transience, jobs, values about the future, family, and time. We have also dealt in detail with many state and metropolitan area differences that will be crucial in determining how a specific principal in a specific school tries to implement *Breaking Ranks* recommendations.

Principals and Diversity

More than 60 percent of U.S. population growth in the next 25 years will be from "non-White" populations, including immigrants and resident minorities with high birth rates. This growth will be mostly absorbed in the states of California, Texas, Florida, and New York, and only 300 of our 2,068 counties. However, everyone will live in a nation with greatly expanded racial and ethnic diversity, even in Maine—with only an 8 percent non-White population in 25 years.

Knowing a student's national origin will be far more helpful than knowing his or her race. In the next Census, people will be able to say if they are of mixed ancestry, which will blur our notions of race, and may cause reporting difficulties for school officials. This reality prompts principals to consider several things:

- We have to learn the silent language of gesture—raised eyebrows, posture, looking at the floor when the teacher talks to them, etc., as these things mean very different things in different nations. Hawaiians and Koreans may both be "Asian" but their cultures are very different!
- Technology has a vital role in schools. If a class is discussing Japan's economy, educators can organize an online meeting with Japanese students to discuss it from their perspective.
- Exactly how you teach diversity will vary if you are in Iowa, where almost all counties are 95 percent White, or in Atlanta where Blacks are the majority. That is why each school must have its own strategy.
- Minority no longer equals poor in the United States. More than 20 percent of Black households have a higher income than the White average. Hispanics are also on the mobility escalator.
- Racial desegregation has been a mixed success in the United States. Today, we are more segregated by wealth than we are by race, and it may be time for school leaders to think seriously about *economic* desegregation. Head Start, Title I, Kentucky's "income floor" for every student, Georgia's Hope Scholarships are just a few of the things being implemented. Other proposals are sited in Section III of this report. It is a national shame that 20 percent of our young children are below the poverty line—a statistic unchanged for 15 years. Child poverty is a fundamental issue for all school reform efforts.

Key *Breaking Ranks* Recommendations

- "The Carnegie unit should be redefined or replaced so that high schools no longer equate seat time with learning." Our discussion of how the Carnegie unit evolved should con-

vince everyone of the correctness of this view. However, like the SAT or the Dow Jones, it is a simple number that is often misused. We have proposed some assessment tools that would give a more valid measure of what students learn, both as validation for high school diplomas and admission criteria for college.

- "Every school system will ensure that facilities used by its high schools are clean, attractive, safe, and well-equipped." The estimates by President Clinton and others are that we must either renovate or replace one-third of our 80,000 schools, which equals to about 27,000 schools. We even know where these schools are found.
- "Each high school will present alternatives to tracking and to ability grouping without restricting the range of courses and learning experiences it offers." While the college preparatory curriculum prepares a student for college, and a vocational-technical program prepares for work, the general curriculum prepares students for neither, and should be abolished. It could be done tomorrow if every secondary school principal so decided. As reported, general curricula increased in popularity during the 1990s, allowing students to take general math, communication skills and general science in increasing numbers rather than the college preparatory and technical courses. A "general" degree prepares one for nothing.

Building Beyond Breaking Ranks

- Transience remains a large concern for principals. How can we help the teacher with 22 students in September, 22 students the following May, but 20 of the 22 students are different people? What if half the seniors in your graduation line were not there as freshmen? It may be that as the U.S. population ages people will move less often, but this has not happened so far.
- Remember that nothing is evenly distributed across the United States, including enrollment shifts. Given the national data, school districts must be very cautious about building new high schools—even a 20 percent increase in high school seniors this year may be followed by smaller increases in the earlier grades and an actual decline in preschool numbers. School sites should be selected with at least as much consideration, money, and professional skill as fast food restaurants.
- Our nation, as all developed nations, is aging at a rapid rate. In the next 25 years, 27 states will have more than 20 percent over the age of 65. Most seniors have no daily contact with adolescents. (Only one household in four has a child of public school age.) The elderly population is also becoming much more diverse. Principals can play a vital role in ensuring that senior citizens see the school as a vital asset. Successful techniques for doing this have been described.
- Each state, district, and school is distinctive and dissimilar from all the others. We have presented overwhelming evidence that *educational differences between the states are greater than educational differences between nations*, even though the federal research tool *The Condition of Education 1999*, virtually ignores state differences in its data. Each of our 18,000 secondary schools must, with overall guidance from the superintendent and board, chart its own course toward the broader goals of state and nation. The key player in this march toward better schools is the secondary school principal. Eighteen thousand of them can move mountains.

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